

To view the complete 2020 New Jersey Student Learning Standards for Health and Physical Education please visit:  
[Health and PE](#)

<b>2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>		<b>Strand: A. Personal Growth and Development.</b>
<p><b>NJCCCS:</b></p> <p>2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.          2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p> <p><b>NJSLS:</b></p> <p>• 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). • 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. • 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p>		
<p><b>Big Ideas:</b></p> <p>Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.</p>		
<p><b>Essential Questions:</b></p> <p>What causes optimal growth and development?</p>	<p><b>Enduring Understandings:</b></p> <p>An individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</p>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 2nd Grade, all students will be able to:</p> <ul style="list-style-type: none"> <li>· Report that all children grow at different rates or “speeds”</li> <li>· Recognize physical differences and similarities between each other, such as eye and hair color.</li> <li>· Point out that while all children may share various similarities, we all have differences which make us unique.</li> <li>· Apply proper dental care including flossing and brushing their teeth.</li> <li>· Demonstrate appropriate technique for washing their hands</li> <li>· Name proper attire for all types of weather and/or sporting activities.</li> <li>· Identify body parts and basic body systems. (i.e. bone, skins, organs, etc)</li> <li>· Locate the major organs of the body.</li> </ul>		
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Tissues</li> <li>· Tooth Brushes / Floss</li> <li>· Soap / Sanitizer</li> <li>· Paper</li> <li>· Crayons/Markers</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Disease</li> <li>· Wellness</li> <li>· Body Part Names</li> <li>· Exercise</li> <li>· Hygiene</li> <li>· Major Organs</li> </ul>	

	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> <li>· Radio</li> </ul> <p>8.1.2.A.4</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Hand Washing</li> <li>· Blowing of Nose</li> <li>· Brushing/Flossing Teeth</li> <li>· Proper Bathing Practices</li> <li>· Exercise/Physical Activity</li> <li>· Body/Organ Sketch</li> </ul>	
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<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Household Cleanliness (Clean Room, Wash Dishes, etc.)</li> <li>· Organization</li> </ul>	
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<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.1.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
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<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> </ul>	
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<p><b>2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: B. Nutrition</b></p>
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<p><b>NJCCCS:</b></p> <p>2.1.2.B.1 Explain why some foods are healthier to eat than others.  2.1.2.B.2 Explain how foods in the food pyramid differ in nutritional content and value.  2.1.2.B.3 Summarize information about food found on product labels.</p>	
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<p><b>Big Ideas:</b></p> <p>Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.</p>	
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<p><b>Essential Questions:</b></p> <p>What makes a food healthy?  How do you determine appropriate portion sizes?</p>	<p><b>Enduring Understandings:</b></p> <p>There are many short and long term health benefits and risks associated with nutritional choices.</p>
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**Knowledge, Skills, and Instructional Objectives:**

By the end of 2nd Grade, all students will be able to:

- Describe that different foods help our bodies in different ways.
- Compare and contrast healthy and non-healthy food choices.
- Explain the concept of the **My Plate**.
- List various foods that belong to each section of **My Plate**.
- Explain what a daily balanced diet (food intake) should look like. (Types and Volume)
- Examine the sources of the various foods we consume.

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"><li>· MyPlate.gov</li><li>· Food/Model Food</li><li>· Paper Plates</li><li>· Food Packaging</li></ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"><li>· MyPlate.gov</li><li>· Fruits</li><li>· Vegetables</li><li>· Grains</li><li>· Dairy</li><li>· Fats/Oils/Sweets</li><li>· Meats/Proteins</li></ul>	
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>· MyPlate Project</li><li>· Food Grab Bag</li><li>· Basic 1 Day Food Journal</li><li>· Design a shopping order.</li><li>· In-Class Cooking Project</li></ul>	<p><b>Technology:</b></p> <ul style="list-style-type: none"><li>· Video</li><li>· Ipads</li><li>· Computer Activities</li><li>· Active Board</li><li>· Document Camera</li></ul> <p>8.1.2.A.4</p>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>· Family Food Choices</li><li>· Grocery Shopping</li><li>· Cooking/Baking</li></ul>		
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.1.1 21<sup>st</sup> Century Skills: 9.2.4.A.1 CRP1; CRP3; CRP4</p>		

<b>Suggested Assessments:</b>	
<ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> </ul>	
<b>2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b>	<b>Strand: C. Diseases and Health Conditions</b>
<b>NJCCCS:</b>	
<p>2.1.2.C.1 Summarize symptoms of common diseases and health conditions.</p> <p>2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.</p> <p>2.1.2.C.3 Determine how personal feelings can affect one's wellness.</p>	
<b>NJSLS:</b>	
<ul style="list-style-type: none"> <li>• 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> <li>• 2.1.2.EH.5: Explain healthy ways of coping with stressful situations</li> </ul>	
<b>Big Ideas:</b>	
Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.	

<b>Essential Questions:</b>		<b>Enduring Understandings:</b>	
To what extent can we keep ourselves disease free?		Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.	
<b>Knowledge, Skills, and Instructional Objectives:</b>			
By the end of 2nd Grade, all students will be able to:			
<ul style="list-style-type: none"> <li>· Explain why it is important to tell an adult if they are not feeling well.</li> <li>· Summarize what can happen if a disease or other health condition is not treated.</li> <li>· List and describe ways to prevent the spreading of germs and disease.</li> <li>· Discuss common symptoms of various diseases and other health conditions. (i.e. cough, runny nose, fever, rash, itching, discolored skin, bumps or lumps, etc.)</li> <li>· Describe how feelings can affect their overall health and wellness.</li> </ul>			
<b>Instructional Materials/Resources:</b>		<b>Suggested Vocabulary</b>	
<ul style="list-style-type: none"> <li>· First Aid Kit</li> <li>· Thermometer</li> <li>· Feelings/Faces Chart</li> <li>· Sanitizer</li> </ul>		<ul style="list-style-type: none"> <li>· Medicine/Treatment</li> <li>· Vitamins</li> <li>· Exercise</li> <li>· Doctors</li> <li>· First Aid</li> <li>· Feeling</li> </ul>	

	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Thermometer</li> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.2.A.4</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Feelings Discussion</li> <li>· Pretend Visit to Doctor's Office (What to Expect)</li> <li>· Medicine and Vitamin Use</li> <li>· Basic First Aid</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Family Communication</li> </ul>	
<p><b>Cross-curricular Connections/Standards:</b>  Language Arts: SL.1.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> </ul>	

<ul style="list-style-type: none"> <li>· Basic Project</li> </ul>	
<p><b>2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: D. Safety</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.1.2.D.1</b> Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). <b>2.1.2.D.2</b> Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</p> <p><b>2.1.2.D.3</b> Identify procedures associated with pedestrian, bicycle, and traffic safety.</p> <p><b>NJSLS:</b></p>	

**Big Ideas:**

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifest

<p><b>Essential Questions:</b></p> <p>What is the difference between healthy and unhealthy risks?</p> <p>Why do we sometimes take risks that can cause harm to ourselves or others?</p>	<p><b>Enduring Understandings:</b></p> <p>Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 2nd Grade, all students will be able to:</p> <ul style="list-style-type: none"><li>· Explain why using a seatbelt is important</li><li>· Show the proper way to wear and traditional and car seat seatbelt</li><li>· Demonstrate how to properly walk across a street</li><li>· Apply proper bus safety to an actual setting</li><li>· Demonstrate the Stop, Drop, and Roll technique</li><li>· Recall 911 as a number to immediately talk to a trusted adult</li><li>· Restate personal phone number and address</li><li>· Explain why it is important to clean and dress small cuts or wounds</li><li>· Demonstrate how to clean and dress a small cut or wound.</li><li>· Recognize blood and other bodily fluids and how to avoid them.</li><li>· Explain why it is important to tell a trusted adult if someone is/has touched them and makes them feel uncomfortable. · Differentiate between safe vs. unsafe touching</li><li>· Summarize and demonstrate safe practices when interacting with a stranger vs. an acquaintance vs. a trusted adult. · Define RICE and discuss situations that may apply. (Rest, Ice, Compression, Elevation)</li></ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"><li>· Cross Walk</li><li>· Traffic Signs</li><li>· Fire/Emergency Drills</li><li>· Poison "Yuk" Stickers</li><li>· First Aid Kit</li></ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"><li>· Fire Drills</li><li>· Code "C"</li><li>· Poison</li><li>· Tripping Hazard</li><li>· 911</li><li>· Trusted Adults</li></ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"><li>· Video</li><li>· Ipads</li></ul>

	<ul style="list-style-type: none"><li>· Computer Activities</li><li>· Active Board</li><li>· Document Camera</li></ul> <p>8.1.2.A.4</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Cross Walk Practice and Instruction</li> <li>· Street Sign Bingo</li> <li>· Develop and Practice Classroom Fire and Emergency Plans</li> <li>· “Stranger Situation” – Role play on what to do if a stranger approaches.</li> <li>· School counselor introduction and visit.</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Clean/Organized (safe) Room (Home)</li> <li>· Family Fire and Emergency Plan</li> <li>· Develop home first aid kit.</li> </ul>	
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.1.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> </ul>	
<p><b>2.1 Wellness - All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: E. Social and Emotional Health</b></p>
<p><b>NJCCCS:</b></p> <p>2.1.2.E.1 Identify basic social and emotional needs of all people.  2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.</p>	
<p><b>Big Ideas:</b></p> <p>Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.</p>	
<p><b>Essential Questions:</b></p> <p>What are healthy and unhealthy ways to cope with stress? How can conflict be prevented and resolves appropriately?</p>	<p><b>Enduring Understandings:</b></p> <p>Lifelong wellness is dependent upon the ability to prevent and appropriately resolve/cope with stress and conflict.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 2nd Grade, all students will be able to:</p> <ul style="list-style-type: none"> <li>· Recognize conflict and stress.</li> <li>· Name an appropriate way to resolve a conflict.</li> <li>· Give examples of who to talk to about stress.</li> </ul>	

<ul style="list-style-type: none"> <li>· Explain what helps them when they feel stressed.</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Feelings Chart</li> <li>· “Steps” to Conflict Resolution Diagram</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Stress</li> <li>· Feelings</li> <li>· Conflict (incl. resolution)</li> <li>· Trusted Adults</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.2.A.4</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Class discussions</li> <li>· Role Playing</li> <li>· Small Group Practice</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Family Relationships</li> <li>· Friendship Building</li> </ul>	
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.1.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration (Role Playing)</li> <li>· Class Discussion</li> <li>· Basic Project</li> </ul>	

<p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: A. Interpersonal Communication.</b></p>
<p><b>NJCCCS:</b></p> <p>2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.</p> <p><b>NJSLS:</b></p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p>	



<p><b>• 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals)</b></p>	
<p><b>Big Ideas:</b></p> <p>The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p>	
<p><b>Essential Questions:</b></p> <p>How do you know whether or not health information is accurate?</p> <p>How do I learn to stand for and communicate my beliefs to others without alienating them?</p>	<p><b>Enduring Understandings:</b></p> <p>Making good health decisions requires the ability to access and evaluate reliable resources.</p> <p>Effective communication skills enhance a person's ability to express and defend their beliefs.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 2nd Grade, all students will be able to:</p> <ul style="list-style-type: none"> <li>· Demonstrate and practice effective communication and listening skills.</li> <li>· Express their own needs and wants.</li> <li>· Calculate and share their feelings and thoughts in health and safety-related situations.</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Paper</li> <li>· Writing Implements</li> <li>· Books</li> <li>· Websites</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Communication</li> <li>· Needs</li> <li>· Wants</li> <li>· Feelings</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.2.A.4</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> <li>· Small Group Activities</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Family Communication</li> <li>· Group Communication</li> <li>· Peer Relationships</li> </ul>	<p>.</p>

<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.1.1          21<sup>st</sup> Century Skills: 9.2.4.A.1          CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> </ul>	
<p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: B. Decision-Making and Goal Setting</b></p>
<p><b>NJCCCS:</b></p> <p>2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.          2.2.2.B.2 Relate decision-making by self and others to one's health.          2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.          2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.</p>	
<p><b>Big Ideas:</b></p> <p>The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p>	
<p><b>Essential Questions:</b></p> <p>Why might educated people make poor health decisions?</p> <p>How do I overcome negative influences when making decisions about my personal health?</p>	<p><b>Enduring Understandings:</b></p> <p>Decision-making can be affected by a variety of influences that may not be in a person's best interest.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 2nd Grade, all students will be able to:</p> <ul style="list-style-type: none"> <li>· List and explain the steps for making a healthy decision.</li> <li>· Compare and contrast how health decisions are often influenced by different mediums; specifically parents, peers, and media. · Create a personal health goal.</li> <li>· Explain why setting goals is important.</li> <li>· Define healthy decision.</li> <li>· Describe how decision making can impact one's health.</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Paper</li> <li>· Writing Implements</li> <li>· Books</li> <li>· Websites</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Decision Making</li> <li>· Goals (Long term-Short Term)</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> </ul>

	<ul style="list-style-type: none"> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.2.A.4</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> <li>· Small Group Activities</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Personal Goal Setting in and out of School</li> <li>· Developing Family Goals.</li> </ul>	<ul style="list-style-type: none"> <li>·</li> </ul>
<p><b>Cross-curricular Connections/Standards:</b>  Language Arts: SL.1.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> </ul>	
<p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: C. Character Development</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.2.2.C.1</b> Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. <b>2.2.2.C.2</b> Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p>	
<p><b>Big Ideas:</b></p> <p>The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p>	
<p><b>Essential Questions:</b></p> <p>How are character and health related? What aspects of our character can be changed?</p> <p>To what extent do outside influences shape values?</p>	<p><b>Enduring Understandings:</b></p> <p>Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</p> <p>Character is who you are when no one is looking.</p>

<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 2<sup>nd</sup> grade, all students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Define Character.</li> <li>· Explain that a person's character and values are reflected in the way they think, feel, and act.</li> <li>· Identify various types or disabilities.</li> <li>· Demonstrate appropriate behavior with interacting with all people including with disabilities.</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Paper</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Character</li> </ul>

<ul style="list-style-type: none"> <li>· Writing Implements</li> <li>· Books</li> <li>· Websites</li> <li>· Visit with an adult with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>· Disability</li> <li>· Influence</li> <li>· Values</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.2.A.4</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> <li>· Small Group Activities</li> <li>· Visit with an adult with disabilities.</li> </ul>	
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<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Changes in interaction with family or friend(s) with disabilities.</li> <li>· Volunteer opportunities.</li> </ul>	·
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<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.1.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
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<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> </ul>	
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<p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: D. Advocacy and Service</b></p>
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<b>NJCCCS:</b>  2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.	
<b>Big Ideas:</b>  The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.	
<b>Essential Questions:</b>  How can you inspire others to address health issues?	<b>Enduring Understandings:</b>  Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.
<b>Knowledge, Skills, and Instructional Objectives:</b>	

By the end of 2nd Grade, all students will be able to: <ul style="list-style-type: none"><li>· Display respect for others ideas and opinions.</li><li>· Describe what it means to be a leader and a follower.</li><li>· Display and practice the roles of both a leader and a follower.</li><li>· Participate in a class, school, or community service activity.</li><li>· Discuss how volunteering can improve and enhance one's self esteem and how it impact others.</li><li>· Describe and discuss factors that lead to group success.</li><li>· Identify factors that help solve group problems.</li><li>· Recognize and demonstrate the appropriate group motivation to encourage group members to work together. · Provide and receive constructive feedback appropriately.</li></ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>· Paper</li><li>· Writing Implements</li><li>· Books</li><li>· Websites</li></ul>	<b>Suggested Vocabulary</b> <ul style="list-style-type: none"><li>· Leadership</li><li>· Volunteer</li><li>· Leader</li><li>· Follower</li><li>· Group</li><li>· Community</li></ul> <b>Technology:</b> <ul style="list-style-type: none"><li>· Video</li><li>· Ipads</li><li>· Computer Activities</li><li>· Active Board</li><li>· Document Camera</li></ul> 8.1.2.A.4

<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> <li>· Small and Large Group Activities</li> <li>· Class, School, Community Volunteer Opportunity</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Class, School, Community Volunteer Opportunity</li> <li>· Team and Family Roles</li> </ul>	
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.1.1          21<sup>st</sup> Century Skills: 9.2.4.A.1          CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> <li>· Volunteering</li> </ul>	

<p><b>2.2 Integrated Skills - All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b></p>	<p><b>Strand: E. Health Services and Information</b></p>
<p><b>NJCCCS:</b></p> <p>2.2.2.E.1 Determine where to access home, school, and community health professionals.</p>	
<p><b>Big Ideas:</b></p> <p>The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p>	
<p><b>Essential Questions:</b></p> <p>Where do I go to access information about good health and fitness services?</p>	<p><b>Enduring Understandings:</b></p> <p>There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 2nd Grade, all students will be able to:</p> <ul style="list-style-type: none"> <li>· Prepare for Doctor Visits</li> <li>· Provide examples of where to get helpful health information.</li> <li>· List several examples of community helpers and health care workers.</li> <li>· Describe how community health care professionals make positive contributions to our personal and community wellness.</li> <li>· Recognize that there is help available to those who are feeling ill, scared, sad, lonely, or bullied.</li> <li>· Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.</li> </ul>	

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Paper</li> <li>· Writing Implements</li> <li>· Books</li> <li>· Websites</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Health Professional</li> <li>· Community Wellness</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.2.A.4</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> <li>· Small and Large Group Activities</li> <li>· Develop questions to ask a health care professional.</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Preparation for Doctor Visits</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> </ul>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.1.1 21<sup>st</sup> Century Skills: 9.2.4.A.1</p>	

<p>CRP1; CRP3; CRP4</p>
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> </ul>

<p><b>2.3 Drugs and Medicines - All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b></p>	<p><b>Strand: A. Medicines.</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.3.2.A.1</b> Explain what medicines are and when some types of medicines are used. <b>2.3.2.A.2</b> Explain why medicines should be administered as directed.</p>	

<p><b>Big Ideas:</b></p> <p>Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.</p>	
<p><b>Essential Questions:</b></p> <p>How do I determine whether or not a medication will be effective?</p>	<p><b>Enduring Understandings:</b></p> <p>Medicines must be used correctly in order to be safe and have the maximum benefit.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 2nd Grade, all students will be able to:</p> <ul style="list-style-type: none"> <li>· Name and identify different types of medicines (i.e. pills, syrups, chewables, gunnies, and cream/lotions)</li> <li>· Discuss why medicines should only be taken with a parent present.</li> <li>· Explain that medicines can only help a person if they are taken correctly and appropriately.</li> <li>· Evaluate and report if their home medicine chest/closet/cabinet is locked and out of reach.</li> <li>· Apply restraint from attempting to open any medicine containers.</li> <li>· Discuss and examine why one should only take medicine if given from a parents, nurse, or doctor and is in the presence of that person.</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Paper</li> <li>· Writing Implements</li> <li>· Books</li> <li>· Websites</li> <li>· Sample Medicine Visuals</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Medicine</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> <li>· 8.1.2.A.4</li> </ul>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> <li>· Small Group Activities</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Home Medicine Safety</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> </ul>

<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.1.1</p> <p>21<sup>st</sup> Century Skills: 9.2.4.A.1</p> <p>CRP1; CRP3; CRP4</p>
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<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> </ul>	
<p><b>2.3 Drugs and Medicines - All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b></p>	<p><b>Strand: B. Alcohol, Tobacco, and Other Drugs</b></p>
<p><b>NJCCCS:</b></p> <p>2.3.2.B.1 Identify ways that drugs can be abused.  2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.  2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.  2.3.2.B.4 Identify products that contain alcohol.  2.3.2.B.5 List substances that should never be inhaled and explain why.</p>	
<p><b>Big Ideas:</b></p> <p>Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.</p>	
<p><b>Essential Questions:</b></p> <p>Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</p> <p>How do I make the “right” decisions in the face of peer, media and other pressures?</p>	<p><b>Enduring Understandings:</b></p> <p>Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 2nd Grade, all students will be able to:</p> <ul style="list-style-type: none"> <li>· Describe how the use of tobacco can lead to the development of various diseases.</li> <li>· Explain how tobacco use can start fires.</li> <li>· Discuss how tobacco smoke can alter the environment in which we live.</li> <li>· Summarize the effect of tobacco smoke on the health of non-smokers.</li> <li>· Identify examples of harmful and/or illegal drugs.</li> <li>· Discuss how being under the influence of alcohol can lead to injuries (such as falls) and motor vehicle accidents.</li> <li>· Develop a list of substances that should never be consumed or inhaled (i.e. drug look-alikes, glue, poisons, and cleaning fluids.)</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Paper</li> <li>· Writing Implements</li> <li>· Books</li> <li>· Websites</li> <li>· Before and After pictures</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Drugs</li> <li>· Alcohol</li> <li>· Tobacco</li> <li>· Disease</li> <li>· Second Hand/Passive Smoke</li> <li>· Legal vs. Illegal Drugs</li> </ul>

	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.2.A.4</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> <li>· Small Group Activities</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Disease prevention and health advocacy with family and friends.</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> </ul>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.1.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> </ul>	
<p><b>2.3 Drugs and Medicines - All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</b></p>	<p><b>Strand: C. Dependency/Addiction and Treatment</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.3.2.C.1</b> Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. <b>2.3.2.C.2</b> Explain that people who abuse alcohol, tobacco, and other drugs can get help.</p>	
<p><b>Big Ideas:</b></p> <p>Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.</p>	
<p><b>Essential Questions:</b></p> <p>Why does one person become an addict and another does not?</p>	<p><b>Enduring Understandings:</b></p> <p>There are common indicators, stages and influencing factors of chemical dependency.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 2nd Grade, all students will be able to:</p> <ul style="list-style-type: none"> <li>· Explain that some people cannot control their use of alcohol, tobacco, and other drugs.</li> <li>· Identify that there are resources available for people who may be addicted to alcohol, tobacco, and other drugs.</li> </ul>	

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Paper</li> <li>· Writing Implements</li> <li>· Books</li> <li>· Websites</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Addiction</li> </ul>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> <li>· Small Group Activities</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Family and Community Health and Wellness</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> </ul>
<p><b>Cross-curricular Connections/Standards:</b>  Language Arts: SL.1.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> </ul>	

<p><b>2.4 Human Relationships and Sexuality - All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b></p>	<p><b>Strand: A. Relationships.</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.4.2.A.1</b> Compare and contrast different kinds of families locally and globally.  <b>2.4.2.A.2</b> Distinguish the roles and responsibilities of different family members.  <b>2.4.2.A.3</b> Determine the factors that contribute to healthy relationships.</p>	

**Knowledge, Skills, and Instructional Objectives:**

By the end of 2nd Grade, all students will be able to:

- Describe different types of families.
- Point out that families differ for various reasons.
- Discuss friendship and its characteristics.
- Explain why friends are important throughout all of life.
- Identify and demonstrate appropriate ways to show affection and caring.
- Identify and discuss that all family members have important roles and right necessary for the successful functioning of a family.
- List factors that mold and shape health relationships.
- Explain that help is available to families experiencing change and crisis.

**Instructional Materials/Resources:**

- Paper
- Writing Implements
- Books
- Websites

**Suggested Vocabulary**

- Family
- Friendship
- Family Roles
- Affection

**Technology:**

- Video
- Ipads
- Computer Activities
- Active Board
- Document Camera

8.1.2.A.4

**Recommended Instructional Activities:**

- Discussions
- Role Play
- Small Group Activities

**Extension Strategies/Activities:**

- Evaluation and application of family roles at home.

**Cross-curricular Connections/Standards:**

Language Arts: SL.1.1  
21<sup>st</sup> Century Skills: 9.2.4.A.1  
CRP1; CRP3; CRP4

<p><b>2.4 Human Relationships and Sexuality - All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b></p>	<p><b>Strand: B. Sexuality</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.4.2.B.1</b> Compare and contrast the physical differences and similarities of the genders.</p>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of 2nd Grade, all students will be able to:</p> <ul style="list-style-type: none"> <li>· Explain the physical differences and similarities of the genders.</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Paper</li> <li>· Writing Implements</li> <li>· Books</li> <li>· Websites</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Gender</li> <li>· Gender Differences</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads</li> <li>· Computer Activities</li> <li>· Active Board</li> <li>· Document Camera</li> </ul> <p>8.1.2.A.4</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Discussions</li> <li>· Role Play</li> <li>· Small Group Activities</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Acknowledgement of gender differences (Application)</li> </ul>	<p>.</p>
<p><b>Cross-curricular Connections/Standards:</b></p> <ul style="list-style-type: none"> <li>· Social Studies</li> </ul>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Demonstration</li> <li>· Class Discussion</li> <li>· Basic Project</li> </ul>	
<p><b>2.4 Human Relationships and Sexuality - All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b></p>	<p><b>Strand: C. Pregnancy and Parenting</b></p>
<p><b>NJCCCS:</b></p>	

**2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby.**

**Knowledge, Skills, and Instructional Objectives:**

By the end of 2nd Grade, all students will be able to:

- Explain that human beings develop and grow inside of their birth mother.
- Discuss that babies are helpless when born and must be fed, clothed, and nurtured as a part of continued growth and development.

**Instructional Materials/Resources:**

- Paper
- Writing Implements
- Books
- Websites

**Suggested Vocabulary**

- Birth Mother
- Nurture

**Technology:**

- Video
  - Ipads
  - Computer Activities
  - Active Board
  - Document Camera
- 8.1.2.A.4

**Recommended Instructional Activities:**

- Discussions
- Role Play
- Small Group Activities

**Extension Strategies/Activities:**

- Understanding of caregiver and role of parent (s).

**Cross-curricular Connections/Standards:**

Language Arts: SL.1.1  
 21<sup>st</sup> Century Skills: 9.2.4.A.1  
 CRP1; CRP3; CRP4

**Suggested Assessments:**

- Demonstration
- Class Discussion
- Basic Project

**2.5 Motor Skill Development - All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

**Strand: A. Movement Skills and Concepts**

**NJCCCS:**

**2.5.2.A.1** Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

**2.5.2.A.2** Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

**2.5.2.A.3** Respond in movement to changes in tempo, beat, rhythm, or musical style.

**2.5.2.A.4** Correct movement errors in response to feedback.

**Big Ideas:**

Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

**Essential Questions:**

How does effective and appropriate movement affect wellness?

Why do I have to understand concepts of movement when I can already perform the movement?

**Enduring Understandings:**

Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.

**Knowledge, Skills, and Instructional Objectives:**

By the end of Grade 2, all students will be able to . . .

- Describe and perform movement skills with developmentally appropriate control in isolated and applied settings.
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond with movement to changes in tempo, beat, rhythm or musical style.
- Correct movement errors in response to feedback.

**Instructional Materials/Resources:**

- Appropriately selected physical education equipment as it pertains to the specific skill(s) and/or activity(s).

**Suggested Vocabulary**

- Time
- Force
- Flow
- Tempo
- Beat
- Rhythm
- Directions (i.e. up, down, sideways, under, over, etc.)

**Technology:**

- Video
- Ipads ®
- Ipod ®(music)
- Document Camera
- Xbox 360 Kinect ®

<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Appropriately selected physical education activities as they pertain to specific movement skills and/or concepts.</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <p>Application in :</p> <ul style="list-style-type: none"> <li>· Everyday movement.</li> <li>· Team Activities / Sports</li> <li>· Individual Activities / Sports</li> <li>· Dual Activities / Sports</li> <li>· Exercise</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> <li>· Modified Equipment as Necessary</li> </ul>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.1.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Performance Assessment / Rubric</li> <li>· Class Discussion</li> <li>· Formal (Test/Quiz)</li> <li>· Oral Q/A</li> </ul>	
<p><b>2.5 Motor Skill Development - All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b></p>	<p><b>Strand: B. Strategy</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.5.2.B.1</b> Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. <b>2.5.2.B.2</b> Explain the difference between offense and defense.  <b>2.5.2.B.3</b> Determine how attitude impacts physical performance.  <b>2.5.2.B.4</b> Demonstrate strategies that enable team members to achieve goals.</p>	
<p><b>Big Ideas:</b></p> <p>Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>	
<p><b>Essential Questions:</b></p> <p>To what extent does strategy influence performance in competitive games and activities?</p>	<p><b>Enduring Understandings:</b></p> <p>Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>By the end of Grade 2, all students will be able to . . .</p> <ul style="list-style-type: none"> <li>· Differentiate between competitive and cooperative strategies in game, sports, and other movement activities.</li> <li>· Compare and contrast offence and defense and the roles within.</li> <li>· Determine how attitude impacts physical performance.</li> <li>· Demonstrate strategies that enable team members to achieve goals.</li> </ul>	



<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>· Appropriately selected physical education equipment as it pertains to the specific skill(s) and/or activity(s).</li> </ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>· Cooperation</li> <li>· Competitive</li> <li>· Offence</li> <li>· Defense</li> <li>· Attitude</li> <li>· Strategy</li> </ul>
	<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>· Video</li> <li>· Ipads ®</li> <li>· Ipod ®(music)</li> <li>· Document Camera</li> <li>· Xbox 360 Kinect ®</li> </ul> <p>8.1.2.A.4</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>· Appropriately selected physical education activities as they pertain to specific movement skills and/or concepts.</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <p>Application in :</p> <ul style="list-style-type: none"> <li>· Everyday movement.</li> <li>· Team Activities / Sports</li> <li>· Individual Activities / Sports</li> <li>· Dual Activities / Sports</li> <li>· Exercise</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>· Apply strategies outlined in 504's and IEPs</li> <li>· Ensure Age/Skill Level Appropriateness</li> <li>· Modified Equipment as Necessary</li> </ul>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>Language Arts: SL.1.1  21<sup>st</sup> Century Skills: 9.2.4.A.1  CRP1; CRP3; CRP4</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>· Performance Assessment / Rubric</li> <li>· Class Discussion</li> <li>· Formal (Test/Quiz)</li> <li>· Oral Q/A</li> </ul>	
<p><b>2.5 Motor Skill Development - All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b></p>	<p><b>Strand: C. Sportsmanship, Rules, and Safety</b></p>

**NJCCCS:**

**2.5.2.C.1** Explain what it means to demonstrate good sportsmanship.

**2.5.2.C.2** Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

**Big Ideas:**

Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

**Essential Questions:**

Why do I have to show good sportsmanship and follow the rules when others do not?

**Enduring Understandings:**

In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.

**Knowledge, Skills, and Instructional Objectives:**

By the end of Grade 2, all students will be able to . . .

- Explain and demonstrate good sportsmanship.
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

**Instructional Materials/Resources:**

- Appropriately selected physical education equipment as it pertains to the specific skill(s) and/or activity(s).

**Suggested Vocabulary**

- Sportsmanship
- Safety Rules

**Technology:**

- Video
- Ipads ®
- Ipod ®(music)
- Document Camera
- Xbox 360 Kinect ®

8.1.2.A.4

**Recommended Instructional Activities:**

- Appropriately selected physical education activities as they pertain to specific movement skills and/or concepts.

**Extension Strategies/Activities:**

Application in :

- Everyday movement.
- Team Activities / Sports
- Individual Activities / Sports
- Dual Activities / Sports
- Exercise

**Modification Strategies/Activities:**

- Apply strategies outlined in 504's and IEPs
- Ensure Age/Skill Level Appropriateness
- Modified Equipment as Necessary

**Cross-curricular Connections/Standards:**

Language Arts: SL.1.1

21<sup>st</sup> Century Skills: 9.2.4.A.1

CRP1; CRP3; CRP4

**Suggested Assessments:**

- Performance Assessment / Rubric
- Class Discussion
- Formal (Test/Quiz)

**Modifications for SpEd/ESL/students at Risk/Gifted**

**Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:**

**Presentation accommodations:**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response accommodations:**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best ( for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**

- Take more time to complete a task or a test

- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

**Scheduling accommodations:**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization skills accommodations:**

- Use an alarm to help with time management

- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

**Assignment modifications:**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

<p><b>2.6 Fitness - All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</b></p>	<p><b>Strand: A. Fitness and Physical Activity</b></p>
<p><b>NJCCCS:</b></p> <p><b>2.6.2.A.1</b> Explain the role of regular physical activity in relation to personal health.  <b>2.6.2.A.2</b> Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. <b>2.6.2.A.3</b> Develop a fitness goal and monitor progress towards achievement of the goal.</p>	
<p><b>Big Ideas:</b></p> <p>Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.</p>	
<p><b>Essential Questions:</b></p> <p>What is the minimum amount of exercise I can do to stay physically fit?</p>	<p><b>Enduring Understandings:</b></p> <p>Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</p> <p>Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.</p>

**Knowledge, Skills, and Instructional Objectives:**

By the end of 2<sup>nd</sup> grade, all students will be . . .

- Explain the role of regular activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

**Instructional Materials/Resources:**

- Appropriately selected physical education equipment as it pertains to the specific skill(s) and/or activity(s).

**Suggested Vocabulary**

- Physical Activity
- Moderate vs. Vigorous Physical Activity
- Goal
- Achievement

**Technology:**

- Video
- Ipads ®
- Ipod ®(music)
- Document Camera
- Xbox 360 Kinect ®
- Fitnessgram ®

8.1.2.A.4

**Recommended Instructional Activities:**

- Appropriately selected physical education activities as they pertain to specific movement skills and/or concepts.

**Extension Strategies/Activities:**

Application in :

- Everyday movement.

## **Modifications for SpEd/ESL/students at Risk/Gifted**

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### **Response accommodations:**

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- Respond directly in the test booklet rather than on an answer sheet.

### **Setting accommodations:**

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**Scheduling accommodations:**

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